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ABSTRACT

A two-part faculty development plan for Malcolm X College (Illinois) and a discussion of its development are presented. Phase One of the plan details the development of an informal, inter-disciplinary resource team to assist the faculty in identifying and solving instructional problems through (a) accepting and diagnosing the problem, (b) defining goals and roles, (c) eliminating problems and identifying resources, (d) determining and selecting possible solutions, and (e) implementing and evaluating the selected decision. Phase Two of the plan details the development of programs and activities that the administration should provide for the faculty in terms of orientation, in-house seminars and workshops, a professional library, college visitations, and educational project grants. A review of related literature is included and indicates that low faculty turnover and reduced mobility are two reasons for faculty development, effective programs must be holistic, and program goals should reflect those goals of the faculty involved. (LH)

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THE DEVELOPMENT OF A PLAN FOR THE IMPLEMENTATION OF A FACULTY DEVELOPMENT PROGRAM AT MALCOLM X COLLEGE

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by

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Malcolm X College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF EDUCATION

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ABSTRACT

Past and present experiences showed the lack of a formal faculty development program at Malcolm X College to aid professors in their professional growth. The purpose of this study was to design a plan for the implementation of a faculty development program that will become a policy of the formal governance structure of Malcolm X College. This investigation was carried out by researching the literature concerning faculty development, reviewing professional development programs at various community colleges, and interviewing Dr. Chester Case, Professional Development Facilitator at Los Medanos College. The findings were that effective faculty development programs must be holistic, conceptualized as a curriculum, and supported by institutional policies. On the basis of the completed study, the recommendations were that the proposed two phase faculty development program be reviewed, discussed, and evaluated by campus and district administrators as the initial step in providing programs and activities for the professional growth of the faculty.

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INTRODUCTION

A number of community college educators reported the need for faculty development in the community college. Medsker and Tillery (1971) stressed the need for well-conceived in-service programs to assist instructors in their professional growth after employment. O'Banion (1972) emphasized that programs on the philosophy of the community college and innovations in teaching were essential for the development of the community college faculty. Roueche and Herrscher (1973) stated that the obsolescence of skills, knowledge and competencies in teaching dictates the necessity for continuous faculty development programs.

Based on the review of the literature and the fact that there was no continuous faculty development program at Malcolm X College, the purpose of this study was to develop a plan for the implementation of a faculty development program that will become a policy of the formal governance structure of the college. This program should revitalize faculty members, thereby enabling them to provide more effective instruction and services to students.

The following statements reflect a general description of the method of investigation used in this study. The literature concerning faculty development was investigated,

faculty development programs at various community colleges were reviewed, and Dr. Chester Case, Professional Development Facilitator at Los Medanos College, was interviewed. The data from this investigation were analyzed. Recommendations were made, and a format for the proposed faculty development program was published in the appendix.

BACKGROUND AND SIGNIFICANCE

The practicum topic was chosen based on discussions with Dr. Dale Tillery, National Lecturer for the Module in College Governance. He suggested that programs were needed to assist instructors in their professional growth and to develop the concept of family in the community college.

From an institutional perspective, the topic was a response to a statement by the Director of the Advanced Institutional Development Program (AIDP) at Malcolm X College. He felt that the institution's proposed faculty development program would be ineffective because of the nature of collective bargaining at the institution. He added that there was a need for an alternative plan. In response to this need, a model for faculty development was designed.

The initial step taken in designing the model was to review the literature concerning faculty development in community colleges. The literature considered the reasons, the purposes, and the effective components of a faculty development program.

Schultz (1973), Freedman (1973), the Group for Human Development in Higher Education (1974), and Wergin, Mason, and Munson (1976), cited low faculty turnover and reduced

faculty mobility as two reasons for institutions needing faculty development programs. Gaff (1975) concurred plus added two important points: (1) faculty members play a major role in maintaining institutional vitality, and (2) instructors insist that their institutions should provide the opportunities and support for their professional and personal development.

A number of administrators agreed that the purpose of a faculty development program was to assist instructors in providing effective instruction and services to students. Several educators supported this viewpoint. Zion and Sutton (1973) viewed faculty development as a means to aid teachers in meeting the needs and varying skills of students. Gerth (1973) pointed out that faculty development strengthened the faculty members' ability to work with students and provided programs for professional growth. O'Banion (1974) added that programs consciously undertaken and carefully planned helped faculty members realize their potential so they in turn can help students realize theirs.

Although the above views of faculty development have merit, the following statement by Case (Note 1) provided both a definition and purpose for faculty development, and encompassed the theme of this practicum:

> Staff development is a comprehensive network of inter-related activities conducive to the professional and personal growth of the personnel of the college, toward the ultimate end of improving learning opportunities for students.

Past experiences have left us with very few guidelines for effective faculty development programs based on Case's definition. The most widely used past approaches were (a) reduction of student/faculty ratios, (b) the purchase of costly new instructional technology, and (c) the recruitment of new Ph.D.s with supposedly fresh new ideas (Berquist and Phillips, 1975). Thus, the following section of this practicum identified the components of an effective professional development program. These components were not definitive statements. They were suggestions and summary statements extracted from the works of several authors.

A plan for a faculty development program was developed at a workshop for the College Center of the Finger-Lakes in 1974. William Berquist, John Noonan, Nevitt Sanford, and William Barber were consultants at the workshop, and they felt that faculty development should be based on both cognitive and affective approaches. In a subsequent brochure, it was emphasized that faculty development required a comprehensive program that assists professors as teachers (instructional development), as persons (personal development), and as organizational members (organizational development) in their institutions (Gaff, 1975, p. 28).

Gaff described this program in detail because it contained the vision, breadth, and comprehensiveness that made it a model faculty development program. He noted that per-

sonal development was encouraged by having small groups of individuals from different institutions discuss what his or her own beliefs were concerning how teaching and learning should be conducted. The instructional development activities emphasized curriculum design, procedures to diagnose the dynamics of a classroom, feedback concerning teacher behavior, student evaluation, instructional technology, and teaching styles. The evening sessions focused on organizational development. In these sessions, campus teams met to identify institutional problems in reference to instruction and devise alternative solutions to the problems.

Charles Neidt (Note 2) argued that there were three loci of responsibility in an effective program. He stated: (1) each individual was responsible for his or her professional development; (2) the chief administrator of each unit or division was responsible for providing opportunities and resources for individuals seeking improvement; and (3) the institution was responsible for establishing, testing, and maintaining a comprehensive professional development program. Gaff (1975, p. 135) added that professional development programs must be supported by institutional policies and practices. These policies included providing faculty with materials, release time, changing policies regarding instructional programs, and fostering security and a sense of professional respect and dignity.

According to Berquist and Phillips (1975), faculty development must be a comprehensive program which is based on the assumption that changes must take place in attitude, process, and structure. They pointed out that a change effort focusing on only one of these levels was rarely successful. Thus, their proposed model contained three components. They were instructional, organizational and personal development.

Instructional development, the primary component, addressed change in process. Berquist and Phillips indicated that the faculty member was the most critical factor in any program designed to improve instruction. They declared that a faculty member will attempt to improve his instruction only if he evaluated his own performance as inadequate or below his own personal standards. They mentioned that this concept was borrowed from Kurt Lewis. Lewis portrayed the initial stage of change as an "unfreezing" process. He believed that an individual must have experienced some discrepancy, dissonance, pain, or stress before he or she changed. Berquist and Phillips (1975, p. 185) concluded that "an effective faculty development program should contain a phase in which faculty are asked to assess their own strengths, weaknesses, and areas of improvement." This can be done by having each faculty member fill out the same evaluation questionnaire on himself that is being completed by his colleagues or students. Discrepancies can then be

noted between the member's actual and ideal ratings. Sullivan (1953) added that this "consensual validation" process was essential for personal and instructional development.

The second component was organizational development which concerned changes in structure. Berquist and Phillips (1975, p. 98) insisted that a faculty development program must be designed to deal with the process of change in traditional decision-making and conflict-management.

Hall (1971) suggested a model for decision-making. He believed that it was possible to combine both decision adequacy and commitment of the group to the decision made. He inferred that for any decision to be implemented that it must command the commitment of the group which must implement it. Bushnell (1972, p. 74) and Richardson, Blocker, and Bender (1972, p. 187) supported this viewpoint.

A conflict-management model was designed by Fosmire and Wallen (Note 3). They thought a person or group must define and examine "situational" variables that impinged on the problem, "target" variables that defined goals and directions, and "proposals" whereby the individual or group can move from its current situation to the target. According to Fosmire and Wallen, conflicts that emerged from situational issues can be solved by collecting additional data. Target conflicts can be resolved through compromise, and conflicts surrounding proposals can be decided by using consensual modes of decision-making.

The final component of the model was personal development. Personal development encompasses the changes of attitudes in the professor. Berquist and Phillips (1975, p. 202) emphasized that this component was essential because "we frequently neglect the fact that when we change the professional performance of an individual, we have usually touched his family life, relationship with his colleagues and students, and perhaps even his life goals."

Personal development may be very threatening to many faculty and may have rather low face validity as a means for instructional improvement (Berquist and Phillips, 1975, p. 203). However, Sanford (1971) recommended a solution. He contended that faculty interviews were usually not threatening, had high face validity, and encouraged faculty to explore the personal aspects of teaching.

Case (1976) confirmed Berquist and Phillips findings that a professional development program must be holistic. In addition, he reported that there must be a curriculum for staff development. Case (1976, p. 40) defined curriculum as "a sequence of teaching/learning activities organized to bring a specified group of learners to the attainment of stated goals and objectives." He felt that there were three advantages that accrued to the staff development conceptualized as a curriculum. For one, thinking in terms of a curriculum was familiar to educators. Further, planning a curriculum forces attention to the questions:

Who are the learners? What are their needs? What are the goals and objectives? What instructional designs and strategies will best serve the learner? Finally, to think of faculty development as a curriculum gave the program humane, positive, growth-oriented, and on-going direction.

Having considered the reasons, purposes, and effective components of a faculty development program, the final point to be discussed will be implementation strategies. Gaff (1975) reported that gaining faculty support and participation was the major obstacle in implementing a professional development program. Gaff (1975, p. 123) suggested that the following strategies be used:

1. Develop an outreach program. There is a need to obtain visibility for the program, to describe the nature of the services, and to explain ways of operation. This is done best by face-to-face discussions rather than distribution of written materials.

2. Start small and prove yourself.

3. Keep a low profile. A low-profile, low-key approach keeps expectations at realistic levels and provides a better basis to begin working with faculty.

4. Be electic in approach. The complexities of the teaching-learning process, the course of adult development, and the consultant-client relationship assures that no single

procedure will become the savior of education.

5. Start with a small group of volunteers, and let them sell the program. These individuals will contribute the most and gain the most from the program, and their descriptions of their own experiences should increase faculty participation.

6. Go with winners at the outset. New programs must assure that initial seminars, workshops, and retreats are well received. Success should break down faculty resistance.

7. Administer a small instructional-improvement fund to support instructional improvement projects.

Gaff mentioned that these are common strategies, and there is no guarantee that they will work at all institutions. He noted that securing faculty involvement rests on an analysis of the formal and informal power structures of the institution. Mathis (Note 4) agreed and pointed out that "any strategy for initiating improvement in teaching should emerge from...a pragmatic assessment of the leverages of institutional power which can be used to motivate faculty involvement in the process of change." He added that strategies developed to help faculty improve their instruction must recognize the importance of accepting the goal that faculty members establish for themselves.

The Group for Human Development in Higher Education (1974) provided additional strategies that might be used to initiate a faculty development program. They believed that a program cannot be successful unless faculty find a place for said program within their normal working hours. Therefore, faculty development should begin by helping professors reallocate approximately ten percent of their normal working hours to participate in the program.

Assuming that the faculty found the time, the Group for Human Development in Higher Education proposed that the program start with a small, well-sponsored, and carefully organized program developed for interested faculty. They revealed that this type of program would have several advantages. It would reduce polarization on issues. It would allow participants to help one another without being diverted by skeptics, and the program would spread by the force of example.

The Group for Human Development in Higher Education went further and emphasized that this small group of interested faculty should not be volunteers. They were concerned that a volunteer faculty might include a high percentage of professors disaffected from the institution; or if certain professors were involved, a rumor might start that the program existed to provide services for incompetents. Therefore, the organizers must make a deliberate effort to recruit people respected in the institution as well as some of the best professors on campus.

In their concluding statements concerning faculty development, the Group for Human Development in Higher Education (1974, p.86) emphasized:

> The next decade will not be easy for professors. Economic and social pressures will require a new level of resourcefulness...Whatever self-defensive measures are required, faculty should place their main hope in programs for professional development. To the extent that faculty thrives, colleges and universities will have more to offer the public and professors will at the same time find greater satisfaction in their work.

In summary, the practicum topic was chosen based on discussions with the national lecturer, statements by the Director of AIDP at Malcolm X College, and the review of the literature. The literature indicated that (a) low faculty turnover and reduced mobility were two reasons why institutions needed faculty development; (b) effective programs for instructional improvement must be holistic; and (c) programs for professional development must recognize the importance of accepting the goals that faculty members establish for themselves.

PROCEDURES

The literature concerning faculty development was investigated, faculty development programs as various community colleges were reviewed, and Dr. Chester Case, Professional Development Facilitator at Los Medanos College, was interviewed. The data from this investigation were analyzed. Recommendations were made, and a format for the proposed faculty development program was published in the appendix.

RESULTS

The result of this study was a proposed faculty development program for Malcolm X College (see Appendix). The program was divided into two complementary phases. The first phase concerned the development of an informal interdisciplinary resource team. The purpose of the team would be to share information and recommend solutions for instructional problems encountered by professors.

Phase II of the design reflects the components of a formal institutional program that addressed the instructional, organizational, and personal development of the faculty. This program was adopted from the works of Case (1976), Terrell (1977), and Berquist and Phillips (1975).

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

The faculty development program designed for Malcolm X College (see Appendix) was divided into two complementary phases. The first phase involved the development of an informal inter-disciplinary resource team to assist faculty in identifying and solving instructional problems. The development of this phase was based on: (a) an interview with Dr. Chester Case (Note 5), Professional Development Facilitator at Los Medanos College; (b) a paper written by Nevitt Sanford (Note 6); and (c) a personal desire to improve the instructional services provided for students at Malcolm X College (MXC).

Dr. Case suggested that an informal dissemination network would be an effective way to begin a professional development program at MXC. He felt that the power of social groups could be used to disseminate information and gain support for a professional development program. He added that this first phase of the model would provide quick action with no cost to the college.

In a paper presented at the 1973 meeting of the American Psychological Association, Sanford listed several principles of adult change that seemed applicable to faculty development programs. (1) "Change in behavior depends upon the presence of an appropriate and effective challenge, one that is suf-

ficient to upset equilibrium but not so extreme to reduce aggression." For teachers at MXC, the challenge must be to develop methods of improving the achievement, attitude, and attrition rate of students and the collegial relationships among faculty. (2) "Development requires the knowledge, or at least the implicit assumption, that one can develop." In choosing members for the resource team, individuals were identified that wanted to improve their teaching effectiveness. In addition they felt that facilitating student learning was dependent upon their development. (3) "People develop together." For individual faculty members to develop professionally and personally, they need the support, encouragement, and expertise of colleagues.

The final factor that influenced the development of Phase I was a personal re-dedication to teaching. This re-dedication was based on a desire to emulate model teachers encountered in graduate school. These professors (Drs. Guerin Fischer, Dale Tillery, and John Roueche) provided support, encouragement, and insight into how important the student-teacher relationship was in facilitating learning. It is hoped that the initial resource team will provide encouragement, support, and motivation needed for sustaining an enthusiasm for teaching among its members.

Before considering Phase II of the design, the five step plan for implementing Phase I must be discussed. Step one of this phase was very critical. At this point an in-

dividual or group of individuals must identify the members of the resource team. This was done by recruiting members with the following characteristics:

1. Three to ten years of teaching experience with minority students to insure a viable understanding of the problems faced by minority students and their instructors.

2. Individuals must be recruited from at least two different disciplines. This characteristic was needed to increase dissemination opportunities and to provide for diversity.

3. Participants must be respected professors, plus they should have demonstrated an interest in facilitating student learning. The emphasis here was on identifying a common goal among members in order to increase chances for success.

4. At least one member must have expertise and/or be in a position to provide support through a Learning Resource Center. This individual would provide valuable support concerning the availability and effectiveness of tutors and other instructional tools.

5. The ability to work with colleagues. This personality trait will be important since a concentrated effort will be made to manage conflict and solve problems by using consensual modes for decision-making. The models developed by Hall (1971) and Fosmire and Wallen (Note 3) might be used to accomplish this objective.

In step two, goals and roles must be defined. The goals of the team must be determined by its members. However, a realistic goal would be that every member of the team review his or her instructional design and then develop and implement strategies for improving the achievement, attitudes, and/or attrition rate of students.

Also, roles and lines of responsibility must be defined. It is important that every member understand that there is no formal chairperson or facilitator for meetings. Everyone will be asked to act in this capacity at one time or another. This should help the group to maintain its informality and provide opportunities for members to gain experience as facilitators of adults that are colleagues rather than students.

In step 3, problems must be eliminated and additional resources identified. At this point, members must be willing to make a commitment to become a functioning member of the resource team. It must be noted that initial activities will be low keyed and every effort will be made to insure

that all activities and/or courses of action have the approval of every member of the group.

In steps four and five, team members must determine, select, implement, and evaluate possible solutions to instructional problems. The resource team members should work on individual, departmental, and inter-disciplinary problems. The individual professor will make all final decisions on what the problem is and how to select, implement, and evaluate the solutions of the problem. In addition the other team members should provide support, encouragement, motivation, and any resources needed to insure that each professor's project is a success.

It was mentioned earlier that the initial stages of Phase I should be low-keyed. For example, the activities of the resource team could consist of just brainstorming sessions; or it may provide an opportunity for faculty members to share information concerning present projects or studies. However, it must be realized that this group of competent professors can be as creative and innovative as it wishes. In other words, the resource team could develop the strategies needed to improve the total learning process of the college. Also, the group could be the catalyst for developing a number of resource teams throughout the college. It must be noted here that newly formed teams in order to maintain their informality must never exceed 7 members.

If the team is to become a positive force for facilitating learning in the college, additional members must be recruited and additional support provided by administration. In this case, these new members would be recruited by word of mouth and by sharing all information and strategies developed by the group. Secondly, the administration must provide the programs, activities, and materials needed to facilitate professional development.

Phase II of this proposed faculty development design concerned the programs and activities that the administration must provide for faculty (see Appendix). This phase should be implemented in stages depending upon the needs of the faculty and the prescription of the administration. Also, Phase II should be a natural out-growth of Phase I. In other words, as a resource team needs programs, activities and/or resources to facilitate their development, the administration should implement the curriculum component needed to assist them. There are two important points being made here. The first was that this program will not be successful unless faculty members are provided adequate support when needed; and secondly, professors must have some input in deciding the courses of action that affect them. These viewpoints are supported by Hall, O'Leary and Williams (1964), Bushnell (1972), Hammon (1975), and Gaff (1975).

Phase II of this recommended program was conceptualized as a curriculum. The curriculum components were orientation, in-house graduate credit seminars, in-house workshops, a professional library, college visitations, and educational project grants. To develop these programs and/or activities the following suggestions were offered:

1. A professional development committee consisting of administrators and faculty who must accept the responsibility for implementing the program.

2. Participation in all activities must be voluntary. However, the faculty development committee must identify the campus leaders and/or leverages of power that can be used to gain faculty support.

3. All inservice programs or activities must be designed in response to clearly defined college needs which relate to well developed individually tailored staff development plans (O'Banion, 1972).

4. The faculty development committee should require and assist all individuals participating in the program to devise a personal development plan. This plan should contain individual strengths and weaknesses, statement of professional goals, strategies to be used for achieving goals, and a plan for evaluation.

5. The in-house seminars should be offered for credit that may be used for salary and rank advancement. This should be presented through the continuing education division of the college, and this would permit the college to receive apportionment for faculty participation.

6. Workshops should be used as a means for introducing new ideas or for implementing new approaches and devices. They can also be used to keep staff abreast of innovations and new developments in community-junior college education (O'Banion, 1972, p. 107). Participation in workshops should be considered for credit. For example, for every 15 to 20 hours of participation in workshop activities, 1 graduate hour of credit could be awarded.

If the institution offers a workshop, three additional points must be considered: (a) persons involved in the workshop must be given opportunities to periodically get together to begin experimenting; (b) a followup workshop should be scheduled approximately 6 months after the original to reinforce that the workshop was not just a sensory exercise; and (c) workshops must be supported by providing faculty with released time, funded curriculum development projects, duplicating services, and audiovisual equipment (Hammons, 1975).

7. The college must become aware and have access to model community college programs. Programs in developmental education, curriculum development, instructional techniques, and staff development must be identified and examined.

8. A small instructional-improvement fund should be administered. This fund would be used to provide supplies, minor equipment, and reproduction services. In addition, it would illustrate to faculty that the administration has taken seriously the notion that the institution was responsible for supporting faculty facilitating learning.

9. The following guidelines can be used for funding:

   a) Develop the program in stages to insure that the efforts of interested faculty members are supported.

   b) Institutional and district human resources, materials and equipment should be tapped first before spending money for outside consultants and materials.

   c) Policies and practices concerning sabbatical leaves and similar matters must be revised for efficient use of these resources. (Gaff, 1975, p. 150)

d) Eventually, a small portion of the institutional or district budget must be used to fund institutional innovations and instructional improvement.

10. The faculty workload must be altered to provide time for instructors to participate in the total program activities.

Having discussed the reviewed Phases I and II of the recommended design, there are several implications that must be considered. One implication was that successful faculty development programs must be holistic. These programs must address the personal, organizational, and instructional needs of professors. The second implication was that professional development programs must be conceptualized as a curriculum that integrated that which is prescribed and which was based on faculty's assessments of their needs and wants. The final implication was that model programs and materials must be identified and thoroughly examined for possible use at Malcolm X College.

On the basis of the completed study and the findings of Gaff (1975), Berquist and Phillips (1975), Case (1976), the Group for Human Development in Higher Education (1974), and O'Banion (1972), the following recommendations were made to the President, Vice-President of Instructional Services, and the Director of AIDP:

1. The study should be received, discussed, and evaluated by the administration as the initial step in developing an on-going faculty development program at the college.

2. A standing committee should be formed to discuss and implement strategies for designing a faculty development program that will become a part of the formal governance structure of the college.

3. The campus administration should meet with district officers and board members of the Chicago City Colleges to discuss the development, funding, and implementation of a professional development program at Malcolm X College. The first priority should be to determine if existing funds for sabbatical leaves and similar programs can be used for faculty development.

4. The President of Malcolm X College should present a recommendation to the Chancellor of the Chicago City Colleges emphasizing the need for a formal faculty development program.

In conclusion, if attending Malcolm X College is to be a meaningful educational experience for students, especially

the academically disadvantaged, an effective, caring, well-informed and capable teaching staff is essential. The college cannot totally depend upon the universities and present faculty development models to assist them in developing their staff. Malcolm X College must plan, design, implement, and evaluate an on-going inservice program that is a part of the formal governance structure and is based on the needs of the faculty and that which is prescribed by the college's professional development planners.

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APPENDIX

Inter-Community Personal Influence Dissemination Model for Faculty Development

The following is a proposed faculty development program for Malcolm X College. The model is divided into two complementary phases. The first phase involves the development of an informal inter-disciplinary resource team. The purpose of this team would be to share information and develop solutions to instructional problems encountered by professors. The second phase reflects the development of a formal, ongoing institutional program that should assist instructors in developing the skills required to perform their duties more knowledgeably and responsibly.

Phase I: Informal Dissemination Phase

To initiate this phase, the following steps should be taken. These steps were adopted from Bushnell's (1972) and Koberg and Bagnall's (1974) problem-solving strategies.

Step One: Accept and diagnose the problem

A professor must realize the need for the development of a resource team to assist instructors in providing better services for students, and then recruit approximately five or six competent and highly respected professors to serve as members of the resource team. It must be noted that the professor or change agent's only responsibility should

be to initiate the first meeting. He or she would not be the team leader or facilitator for every meeting. This duty must rotate.

Step Two: Define goals and roles

In one of the initial meetings, the resource team must decide on improvements and goals. The initial stage should be low-keyed to insure success and provide opportunities to develop trust, credibility, and respect among team members.

Also, roles and lines of responsibility must be clearly defined. It is important that every individual understands his or her role in the total structure.

Step Three: Eliminate problems and identify resources

Problems must be eliminated and additional resources identified. Members of the team that could not commit themselves to the goals decided on by consensual modes of decision-making would be given the opportunity to withdraw their membership.

At this point, human resources or needed materials must be identified. In order to promote informality, the members of the resource team should be teachers, not top level administrators or chairpersons; but administrators, colleagues, and/or chairpersons may be interviewed and asked to provide services or information to assist team members in determining courses of action.

Step Four: Determine and select possible solutions

Using all available resources, each professor must decide what courses of action must be taken to insure that he

or she will provide better services for students and facilitate learning. It must be emphasized that each professor will select one or more possible solutions to the problem. However, it is hoped that professors will discuss and share instructional problems and strategies with other members of the resource team.

Step Five: Implement and evaluate the selected decision

After rendering a decision, the professor should implement and evaluate the solution. The implementation should follow the same five step procedure used to determine the solution. The evaluation process should be based on feasibility, workability, and effectiveness.

The purpose of this phase was threefold. First, the inter-disciplinary resource team can be a method for developing credibility, mutual trust, and respect among faculty members. Secondly, the information gathered should serve as a data bank for the solutions to instructional problems. Finally, the development of a resource team or teams can serve as the catalyst needed for gaining support and participation in the formal institutional faculty development program.

Phase II: Formal Curriculum Dissemination Phase

Phase II of this design reflects the development of a formal institutional program that addresses the instructional, organizational, and personal development of the faculty.

This program should be humane, growth-oriented, and exist in conjunction with the interdisciplinary resource team.

In addition, the faculty development or curriculum integrates that which is prescribed and that which the learner needs or wants. Prescription informs the instructor of what he ought to learn in the judgement of a program planner who, in turn, must consider institutional needs and the requirements of the profession. Needs involve what the professor feels he or she should learn (Case, 1976, p.44).

The components and/or activities of the recommended program were based on the findings of Case (1976), Terrell (1977), and Berquist and Phillips (1975).

PHASE II: Formal Curriculum Dissemination Phase

Curriculum Component	Description	How to use the Component
Orientation	Orientation should acquaint the staff with the concept of faculty development. It should focus on how faculty development can assist professors in their professional growth. The orientation should answer these questions: 1. Who must participate in the program? 2. Who will coordinate the program? 3. What are the benefits or rewards for participants?	During the general and departmental meetings faculty development organizers must provide information concerning all aspects of the program. This must be a face-to-face presentation and must be held as often as necessary to meet the needs of the faculty.
In-House Seminars		
A. The Role of the Community College Instructor	A seminar exploring the values, beliefs, and personality traits of an effective community college instructor.	Program organizers and interested staff members should design a format for offering in-house seminars in which credit earned may be used for salary and rank advancement. The format should include:
B. The Community College Student	A seminar involving the characteristics of the community college student. Emphasis will be placed on how the minority student learns.	

Curriculum Component	Description	How to use the Component
C. Instructional strategies	Various instructional strategies are examined. Emphasis will be placed on learning by doing and evaluation techniques.	a. course description b. overview and rationale c. objectives and learning activities d. content e. length and number f. credit offered g. cost h. methods and materials i. evaluation techniques
D. Curriculum Development	A seminar focusing on new or different approaches used to develop curriculum. Topics include techniques for designing lesson plans, outlines, testing, and student evaluation.	
E. Decision-making and Conflict Management	A seminar in which techniques of decision-making and conflict resolution are investigated. Participants will be trained to utilize various methods for resolving conflicts and making decisions which can be taught to others.	

Curriculum Component	Description	How to use the Component
In-House Workshops	This activity is designed for individuals or groups interested in facilitating learning through a wide range of in-service workshops. In particular, workshops could be used to develop departmental or inter-disciplinary projects.	Interested faculty members should submit a written proposal for all workshops. The proposal would include: a. workshop description b. overview and rationale c. objectives and learning activities d. content e. length and number of sessions f. credit offered g. methods and materials h. evaluation techniques i. number of participant

Curriculum Component	Description	How to use the Component
Professional Library	This activity is designed to stimulate faculty discussions and promote collegality. A professional library will be developed to act as a resource for faculty. The library will include books, educational materials, and a resource directory containing a list of human resources in the college and their areas of expertise.	Interested employees of the college in conjuction with the professional library staff should submit requests for books and other materials written or developed by nationally recognized experts. In addition, employees willing to serve as consultants to staff members or facilitators of projects must be identified.
College Visitations	Visitations to other institutions or departments on campus will be utilized to review innovative programs and projects. Post-visitation meetings will be arranged to discuss findings.	Request for visitation must be submitted to the appropriate administrator. Request should contain: a. location of visitation b. purpose c. participants d. costs e. date and format used for follow-up report.

Curriculum Component	Description	How to use the Component
Educational Project Grants	In this component, the emphasis will be on the development of instructional and non-instructional products for use at the college. A fund will be established to develop instructional, curriculum, and research projects. Funding from outside agencies will be pursued and how to write a grant proposal will be studied.	A funding proposal should be submitted to the appropriate administrator. The proposal should contain: a. description of project b. purpose c. objectives d. materials and resources needed e. length of project f. evaluation procedures g. budget

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